

## **ACADEMIC REGULATIONS 2B: UNDERGRADUATE MODULAR SCHEME**

### **Undergraduate Courses**

#### **VERSION B**

(information regarding which students are following each version of these regulations is given in the Preface)

#### **2012-2013**

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## PREFACE

### UMS Regulations Version A, Version B and Version C

*Which regulations apply to which students*

#### Version A

Version A regulations apply to students who were registered for programmes at level **5, 6** or **7** in **2009/10** and those students who were **direct entrants** to level **6** in **2010/11**.

Version A regulations continue to apply to these students until the end of **2013/14**. Any student who was registered at level 5, 6 or 7 in 2009/10 or a direct entrant to level 6 in 2010/11 who has not completed by 2014/15 will transfer to Version B at that time.

#### Version B

Version B regulations apply to students who were registered for programmes at level **3** or **4** in **2009/10** and those who have entered the University from **2010/11** with the exception of:

- direct entrants to level 6 in 2010/11 for whom Version A regulations apply; and
- those students following the programmes of study at the indicated levels listed under Version C below.

#### Version C

Version C regulations apply to students studying at the levels indicated on the following programmes in 2012/13:

- BSc (Hons) Building Surveying – Level 4 and Level 5
- BSc (Hons) Property Planning and Development – Level 4 and Level 5
- BSc (Hons) Quantity Surveying Consultancy – Level 4 and Level 5
- BSc (Hons) Real Estate Management – Level 4 and Level 5
- BSc (Hons) Residential Property – Level 4 and Level 5
- BA (Hons) Landscape Architecture – Levels 4, 5 and 6
- BA (Hons) Art and Design – top-up – Level 6
- BA (Hons) Business Management Practice – top-up – Level 6
- Foundation Certificate Aerospace Engineering (MRO) – Level 3
- Foundation Degree Aerospace Engineering (MRO) – Level 4
- Foundation Degree Art and Design – Level 4

#### **Variants to the UMS**

Variants to the Academic Regulations for the Undergraduate Modular Scheme must be approved by the Academic Regulations Committee on behalf of the Academic Board.

## TERMINOLOGY

<b>Compensation</b>	The decision of the Programme Assessment Board to allow a candidate's overall performance to compensate for failure in a module so that no reassessment of the failed module is required. Minimum credit is awarded.
<b>Course</b>	The name of the terminal qualification (eg. BSc) plus the title of a student's programme of study eg. BSc in Engineering and French.
<b>Field</b>	The term given to the validated set of modules whose title forms part of the course to which the student is admitted. A field may be full, half, major or minor. A field may contain modules which are mainly from one subject or from a number of subjects.
<b>Grade</b>	The letter code used to indicate the standard reached by a student in the module assessment.
<b>Level</b>	The credit level, <i>ie.</i> level 3, 4, 5, 6 or 7.  Credit level descriptors are used to help work out the level of learning in individual modules. Credit level descriptors are guides that help identify the relative demand, complexity and depth of learning, and learner autonomy expected at each level, and also indicate the differences between the levels.
<b>Module</b>	The free-standing curriculum with defined learning outcomes at a specified credit level. The standard module is 15 credits. In the UMS, the other module sizes permitted are half, one and a half, double, triple or quadruple.
<b>Module Assessment Board (MAB)</b>	The assessment board responsible for the assessment and standards of modules within a subject. It agrees the grades achieved by students within these modules and makes recommendations to the PABs about the most appropriate means of reassessment where failure has occurred.
<b>Programme</b>	The set of modules studied by a student.
<b>Programme Assessment Board (PAB)</b>	The assessment board responsible for the overall assessment of students following similar programmes and for the standards of awards. It has the power to: <ul style="list-style-type: none"><li>• compensate failure</li><li>• agree reassessment requirements</li><li>• recommend awards</li><li>• terminate registration in the case of poor performance</li></ul>
<b>Reassessment</b>	The generic term for the occasions when a student, who has failed a module, is permitted by the PAB to recover the failure. There are three types of reassessment - repeat, replace or retake:

<b>Retake</b>	where a student is permitted or required to retake an examination at the next sitting or resubmit coursework for a module within the same course year.
<b>Repeat</b>	where a student is permitted or required to repeat all elements of assessment for that module in the following course year.
<b>Replace</b>	where a student is permitted or required to replace a failed module with an alternative and complete all elements of assessment for a module in the following course year.
<b>Semester</b>	The 15 week block in which a module may be taught and assessed.
<b>Stage</b>	<p>A term used in some courses to designate a period of study at the end of which students are assessed and eligibility for progression is decided.</p> <p>A stage may be a single credit level, part of a single credit level or include modules at different credit levels.</p>
<b>Subject</b>	A cognate set of modules managed, resourced and quality assured by a single School.
<b>Terminal Award</b>	A terminal award or qualification is the highest award that the programme of study will lead to.

# QUALIFICATIONS AVAILABLE WITHIN THE SCHEME

## Certificate (C) Level Qualifications

Foundation Certificate  
Certificate of Higher Education (CertHE)

## Intermediate (I) Level Qualifications

Diploma of Higher Education (DipHE)  
Centre-devised BTEC Higher Nationals  
Higher National Certificate  
Higher National Diploma  
Foundation Degree  
Undergraduate Diploma of Professional Studies  
Bachelors Degree (Ordinary/Unclassified/Non-Honours)

(separate regulations apply for the Diploma of Higher Education in Nursing and Midwifery)

## Honours (H) Level Qualifications

Bachelors Degree with Honours  
Graduate Certificate  
Graduate Diploma

## Masters (M) Level Qualifications

Integrated Masters (or enhanced first degrees)

An explanation of these qualifications, including the amount of credit required for the award of these qualifications, is available in the [Academic Regulations 1: Awards of the University: Annex 1](#).

## Section 1

### THE ADMISSION OF STUDENTS

#### GENERAL REQUIREMENTS

- 1 The admission of an individual applicant to a programme within the UMS is at the discretion of the authorised admissions tutor(s), subject to:
  - the University's policy on admissions
  - there being a reasonable expectation that the applicant will be able to fulfil the objectives of the programme and achieve the standard required for the award
  - the applicant meeting the entry requirements for the award to which the particular programme leads
  - the applicant fulfilling the specified entry requirements for the programme of study
  - the applicant providing a satisfactory reference
- 2 All applicants seeking admission to a programme where admissions is administered by UCAS, NMAS or GTTR must apply through these national admission systems. This applies both to those seeking entry at the start of a programme and those wishing to enter subsequent stages. It does not apply to existing enrolled students of the University seeking to transfer to another programme covered by the same national admissions system. All other applicants must apply to the University using the appropriate application form.
- 3 All applicants to a programme in the UMS should normally be aged 17 years or over at the start of their programme.
- 4 All applicants to a programme in the UMS should normally have achieved at the point of entry a GCSE grade C in Mathematics and in English Language, or equivalents acceptable to the University. Applicants who are neither nationals of nor have completed a UK-degree equivalent qualification in a majority English-speaking country listed below will also need to demonstrate proficiency in English language at a level which is accepted by the University (see paragraphs 9 – 16).

*Table of majority English speaking countries*

Antigua and Barbuda	Guyana
Australia	Jamaica
The Bahamas	New Zealand
Barbados	St Kitts and Nevis
Belize	St Lucia
Canada	St Vincent and the Grenadines
Dominica	Trinidad and Tobago
Grenada	United States of America

#### **Foundation Degree, Certificate of Higher Education, Diploma of Higher Education, Higher National Certificate, Higher National Diploma and level 3 of a Bachelors degree programme**

- 5 To be eligible for admission onto a programme leading to the award of a Foundation Degree, Diploma of Education, Higher National Certificate, Higher National Diploma,



or onto level 3 of a Bachelors degree programme, an applicant should normally have achieved the academic admissions criteria published in the programme specification and in programme marketing materials. These criteria are determined by the relevant Faculty.

#### **Level 4 of a Bachelors degree programme**

- 6 To be eligible for admission to level 4 of a Bachelors degree programme, an applicant should normally have achieved the academic admissions criteria published in the programme specification and in programme marketing materials. These criteria are determined by the relevant Faculty.
- 7 For qualifications outside of the UCAS tariff, including those taken outside of the UK, equivalence to the tariff totals will be determined at the discretion of the Director of Student Services and Administration, or nominee.
- 8 Applicants are normally expected to meet the above minimum entry requirements. However, the University may also admit individuals who can demonstrate the same academic potential as applicants with conventional qualifications, whilst noting that there are a number of programmes where the entry criteria are not flexible. In order to gain admission, the University will require evidence of substantial experience in a field related to the programme to which admission is sought.

### **ENGLISH LANGUAGE REQUIREMENTS**

(also refer above, see paragraph 4)

- 9 Students needing a Tier 4 visa for study in the UK must meet the requirements of the UKBA. Where applicants are required to demonstrate by formal assessment a minimum level of proficiency in English language prior to admission to the University, the minimum level of attainment required for admission onto a programme in the UMS is as follows:

#### **Foundation Certificate**

- 10 A score of 4.5 overall with a minimum 4.0 in each element of the British Council IELTS Academic English Test, or equivalent. This meets the criteria for Level B1 of the Common European Framework of Reference for Languages (CEFR).

#### **Foundation Degree, Certificate of Higher Education, Diploma of Higher Education, Higher National Certificate, Higher National Diploma programmes**

- 11 A score of 6.0 overall with a minimum of 4.0 in each element of the British Council IELTS Academic English Test, or equivalent. This meets the criteria for Level B1 of the Common European Framework of Reference for Languages (CEFR).

#### **Bachelors Degree with Honours, Graduate Certificate, Graduate Diploma, Masters Degrees within the Undergraduate Module Scheme (Integrated Masters) programmes**

- 12 A score of 6.0 overall and with minimum 5.5 in each element in the British Council IELTS Academic English Test, or equivalent. This meets the criteria for Level B2 of the Common European Framework of Reference for Languages (CEFR).
- 13 The University has approved and will accept a number of alternative qualifications and assessments to the IELTS qualification and has established equivalencies. Information on these qualifications and their equivalency to IELTS is maintained by Applicant Services.

- 14 Faculties may require a student to demonstrate a higher level of English language proficiency than the University minimum requirement for programmes in the UMS. Where this is the case, the applicant should be advised of the required minimum standard in programme marketing material, and in the formal offer letter.
- 15 A qualification demonstrating English language proficiency should normally be obtained no earlier than two years before commencement of the programme of study.
- 16 An applicant who does not meet the University's English language requirements may be admitted to the University with the requirement that they undertake an agreed programme of English language instruction before admission. Progression from pre-sessional programmes and level 3 of a Bachelors Degree programme onto level 4 of a Bachelors Degree programme will be subject to the University's assessment that the required standard of English has been achieved.

### **ADMISSION WITH CREDIT FROM PRIOR LEARNING (WHICH INCLUDES ACCREDITATION OF PRIOR EXPERIENTIAL LEARNING AND ACCREDITATION OF PRIOR CERTIFICATED LEARNING)**

- 17 Applicants may be given credit for prior learning against specific elements of a programme if it is judged to be appropriate in terms of content, level and currency. In such cases, the student would not be required to take the elements of the programme for which credit has been given (exemption). This credit will not normally be graded.
- 18 Prior learning may be certificated or it may be experiential. If it is not certified, students will be required to demonstrate learning through some form of agreed assessment. Students are normally charged for this process.
- 19 Credit can be claimed against modules at all levels of study. A student must register for at least one-third of the total credits required for the award sought.
- 20 The minimum claim for prior credit will be 15 credits (one module).
- 21 Procedures to be followed for awarding credit from prior learning are listed in the Academic Quality and Standards Handbook (Section H).

### **RE-USE OF PRIOR CREDIT**

#### **General regulation**

- 22 Once a student has been assessed for a qualification, the accumulated credit achieved cannot be re-used for another qualification at the same, or a lower, level. For example:
  - credit used to obtain an HND cannot be re-used for a Foundation Degree although it can be used to gain entry with prior credit
  - credit used to obtain a Foundation Degree cannot be re-used to obtain a Degree although it can be used to gain entry with prior credit
  - credit used to obtain a BSc in Chemistry cannot be re-used to gain a BSc in Applied Chemistry
  - a student assessed for a BSc (Hons) in Geology who is awarded a Non-Honours Degree in Geology cannot re-use this credit to subsequently obtain an Honours Degree in Geology

- 23 Exceptionally, where the qualification is deemed to be incorporated in the higher level qualification within the same programme of study, and the student's learning is judged to be current, this restriction may be waived. For example:
- credit for a Diploma of Higher Education in English may be re-used to obtain a BA (ordinary degree) within the same programme although both the DipHE and the BA are Intermediate Level qualifications. The student's record will be treated as if the student were gaining entry with prior credit

#### **Recording prior credit**

- 24 In the case of prior credit, the student record will record general credit only, for example '120 credits at level 4'.
- 25 Exceptionally, where the qualification is deemed to be incorporated in the higher level qualification within the same programme of study, and the student's learning is judged to be current, this restriction may be waived.
- 26 For example: credit for a BA in English may be used to gain entry with prior credit with 300 of the 360 credits required for the BA (Hons) in English. In this case, the record would show:
- '120 credits at level 4'
  - specific credit with a grade for all level 5 modules
  - specific credit with a grade for up to 60 credits at level 6

the level 5 and level 6 credits being used for the honours classification.

#### **Recording module exemption**

- 27 Where exemption is granted against a specific module, this is recorded separately.

#### **Specifically designed "Top Up" Honours Degrees**

- 28 The nature of the Foundation Degree means there is no curriculum match with an existing Honours Degree. In the case of a student seeking entry with prior credit to an existing Honours Degree via the Foundation Degree route, a specifically designed 'top-up' programme will be developed. The 'top-up' honours degree will normally require 120 credits at level 6. As the Foundation Degree and the Ordinary Bachelors Degree are both Intermediate Level qualifications, the student will be registered for an Honours Degree. However, a pass may be awarded if honours is not achieved. This will be a pass having followed an honours programme.

### **SANDWICH AWARDS**

- 29 An applicant may be judged to have satisfied, wholly or in part, the aims and objectives of a sandwich degree because of prior experience. In considering such applications authorised admissions tutor(s) should consider:
- the quality of training or supervised work experience previously undertaken
  - the relevance of that training or supervised work experience to the programme to which the student is to be admitted
  - the quality of the supervision and assessment of the training or supervised work experience
  - whether the granting of such specific credit would still enable the student to meet professional or other requirements which the supervised work experience within the programme is intended to satisfy

30 In some cases, it may be more appropriate for an applicant to be advised to follow a programme which does not normally contain an element of supervised work experience.

**Admission to a sandwich award or four year degree**

31 A student must register for at least 120 level 6 credits.

**RE-ADMISSION**

32 A student whose registration for a programme has been terminated on academic grounds will not normally be re-admitted to the University. Any exception must be proposed by the Dean of Faculty and agreed by the Academic Registrar.

33 A student whose registration for a programme has been terminated on the grounds of academic misconduct may not be re-admitted to the University.

34 A student who is re-admitted to the University will be required to pay the tuition fees agreed by the University for their year of re-admission for their programme of study.

**FRAUDULENT APPLICATIONS**

35 The university reserves the right to refuse admission (or cancel registration) to any applicant (or student) whose application details are found to be false.

**MODULES AS SHORT COURSES (ASSOCIATE STUDENTS)**

36 Students may be allowed to register for modules to be assessed for credit without being registered for an award. However, if they subsequently wish to transfer the credit for admission with prior credit to an award, the normal restrictions will apply.

## Section 2

### STUDENT REGISTRATION

#### GENERAL REQUIREMENTS

- 37 The normal minimum and maximum registration periods for each of the qualifications available in UMS is as follows:

<b>Award</b>	<b>Mode of study</b>	<b>Minimum length</b>	<b>Maximum length</b>
Foundation Certificate	Full time	1 year	2 years
	Part time	2 years	4 years
Certificate of Higher Education	Full time	1 year	2 years
	Part time	2 years	4 years
Diploma of Higher Education	Full time	2 years	4 years
	Part time	4 years	8 years
Diploma of Higher Education in Nursing	Full time	3 years	6 years
Higher National Certificate (HNC)	Part time	2 years	4 years
Higher National Diploma (HND)	Full time	2 years	4 years
	Part time	4 years	8 years
Foundation Degree	Full time	2 years	4 years
	Part time	4 years	8 years
Undergraduate Diploma of Professional Studies	Work placement	1 year	2 years
Ordinary or Honours degree	Full time	3 years	6 years
	Sandwich	4 years	8 years
	Part time	6 years	12 years
Graduate Certificate	Full time	1 year	2 years
	Part time	2 years	4 years
Graduate Diploma	Full time	1 year	2 years
	Part time	2 years	4 years
Graduate Diploma in Architecture	Full time	2 years	4 years
	Part time	3 years	6 years
Integrated Master's degree	Full time	4 years	8 years
	Part time	8 years	12 years

- 38 The minimum and maximum registration periods may be increased by one course year where the degree includes a study abroad or industrial placement.
- 39 The minimum registration period may include any exemption granted as a result of prior credit.
- 40 Courses may specify a more restrictive period of registration, especially where they lead to professional accreditation.

## STUDENT ATTENDANCE

- 41 The University expects students to attend all programme-related activities unless they have good reason for absence and the absence is approved by the Field Leader. Failure to attend without acceptable cause may result in the termination of a student's registration for a University award).

### **Compulsory attendance**

- 42 Where the learning outcomes of a course or programme are such that attendance is compulsory for certain elements, this must be clearly specified in the course or programme handbook.

### **Students at Partner Institutions**

- 43 Students registered for a programme delivered wholly at a Partner Institution will be subject to the attendance requirements of the Partner Institution.
- 44 Students registered for a programme delivered in part at a Partner Institution will be subject to the attendance requirements of the Partner Institution for those periods when they are taught by the Partner Institution.
- 45 If a student does not meet the attendance requirements set by a Partner Institution, [Academic Regulations 10: Expulsion on Academic Grounds](#), will be invoked.

## MODULE REGISTRATION

### **Full-time attendance**

- 46 Full-time attendance within any course year requires students to study modules to the value of at least 105 credits and no more than 135 credits which contribute to the course for which they are registered. Students may study additional modules for credit (*i.e.* ones which do not contribute to their course), but these will incur additional fees.

### **Minimum requirement**

- 47 In order to remain registered for an award, a student must enrol for at least one module in a course year unless they have been granted specific permission by their Field Leader to suspend their enrolment (time out). In this exceptional case, the registration period will be extended.
- 48 Students must be notified of the deadline for approval of any changes to module registration. If students decide to withdraw from a module after this deadline, it will be recorded as an attempt with non-submission of the required elements of assessment (see [General Regulations 1](#))

### **Level of Study**

- 49 Students may register for modules at a higher credit level provided that the module pre-requisites are met. The credit obtained may be counted against assessment requirements for a lower level, but may not then be counted again.
- 50 Normally, students may not study modules within a programme at different credit levels concurrently unless the modules are at adjacent credit levels.
- 51 A student may not study the same module at more than one credit level.

## **CHANGE OF REGISTRATION OR MODE OF ATTENDANCE**

### **Suspension of studies**

- 52 Temporary suspension of studies must be approved by the Field Leader or appropriate member of staff. If the request is submitted after the deadline for module registration changes, it will not take effect until the end of the semester.

### **Withdrawal**

- 53 Students must inform their Student Office, in writing, of their intention to withdraw from a programme of studies. This will entitle them to a statement of credit for any completed modules and possible consideration for an intermediate award.

## Section 3

### PROGRAMME STRUCTURES

#### MODES OF DELIVERY

- 54 For any mode of delivery, the level of knowledge and skills required at the entry point, the curriculum, teaching arrangements, time available for students' private study, and the length and nature of any supervised work experience must be designed to be consistent with the duration requirements for the award.
- 55 The planned length of the programme must be related to the normal registration period for the terminal award. The minimum and maximum periods within which students should normally complete (including reassessment) must be specified in the Programme Specification.
- 56 All changes to the planned duration of a programme or the mode of delivery require approval by Academic Directorate.

#### Full or part-time course

- 57 A student may study a full-time course on a part-time basis, subject to approval.

#### Part-time courses

- 58 If a course may only be studied on a part-time basis, this must be stipulated at the time of initial approval and validation. The length of a programme designed for part-time study will be greater than that of an equivalent full-time course.

#### Sandwich courses

- 59 Where a course is designed to lead to a degree awarded for study 'in the sandwich mode', the period of supervised work experience must form a compulsory element of the course and last for a minimum of 36 weeks. The objectives of the work experience must be defined and related to the overall objectives of the course. The work experience module must:

- be assessed as pass/fail - *ie.* not graded
- be credit rated (normally as 60 credits for the 36 week period)
- be core to the field

- 60 Passing the period of work experience is compulsory for the conferment of the award in the sandwich mode. Failure of this element will normally result in students being assessed for a non-sandwich award.
- 61 Provision should be made for an alternative full-time programme for students who are unable, for valid reasons to undertake or complete the sandwich element.
- 62 Students studying on a sandwich course may receive a Certificate of Industrial Experience for satisfactory completion of the required placement module. Students who complete additional credit at level 5 may be entitled to the award of Undergraduate Diploma in Professional Studies.

#### Placements

- 63 Ungraded credit gained as a result of a placement will not count towards the credit



requirements of awards of the University, other than for students registered in the sandwich mode.

## **BACHELORS DEGREES INCLUDING MORE THAN ONE FIELD**

64 Where a course is designed to include two fields, the proportion of credit from each field at levels 5 and 6 must be:

- 60 credits for a half field
- 75 credits for a major field
- 45 credits for a minor field

## **MODULES**

### **Module types**

65 There are three types of module:

- core: those which must be studied
- optional: those from which a student has a restricted choice in order to complete a programme
- free choice: those from which a student has an unrestricted choice

66 The module type is determined by the field(s) within which it is validated.

### **Modules requisites**

67 Modules may have:

- pre-requisites: *ie.* other modules (passed or taken) or other entry requirements, *eg.* a specific GCSE
- co-requisites: *ie.* when two or more modules must be studied in parallel
- a requirement that pre- or co-requisite modules or other entry requirements have been satisfied within a specified period of time. This will be important for fields based on rapidly changing knowledge

### **Module credit level**

68 Each module must have defined learning outcomes at level 3, 4, 5, 6 or 7. Where a module is offered at more than one credit level it must be separately presented and must have clearly differentiated assessment and learning outcomes. Level descriptors for modules are provided as an adjunct to the regulations.

### **Module credit size**

69 The standard module credit size is 15 credits. The University also permits modules of 30 credits, 45 credits and 60 credits.

70 Exceptionally, to facilitate flexible programmes of study across Schools and Faculties, the University will also permit the following credit sizes: 7.5 credits, 22.5 credits and 37.5 credits.

71 In determining the credit size of modules, module leaders should give particular consideration to the amount of credit permitted in re-assessment entitlements associated with awards.

## Section 4

### ASSESSMENT BOARDS

#### GENERAL

- 72 For every modular programme approved as leading to an award of the University, there must be a Module Assessment Board and a Programme Assessment Board. These Boards are established by the Academic Board and are accountable to that body for the fulfilment of their terms of reference. Only the approved Assessment Boards are authorised to assess students in accordance with the course assessment regulation.

#### MODULE ASSESSMENT BOARD (MAB)

- 73 Each module is the responsibility of one MAB. Each MAB is responsible for groups of cognate modules (subjects).
- 74 The MAB is responsible for agreeing module grades within the context of subject benchmark standards. All MABs meet to an agreed schedule in order to enable module grades to be available for PABs. The grades cannot then be altered by a PAB (see below) although credit may be awarded.
- 75 The main functions of the MAB are:
- to agree grades/marks for all students registered on a module
  - to be responsible for the academic standards of modules and of groups of cognate modules
  - in the case of failure, to recommend to the student's PAB, the form of reassessment required
- 76 A MAB will normally be chaired by a senior member of staff responsible for the cognate group of modules (subject) nominated by the Dean. It will include all relevant module and field leaders (or their representatives) and the external examiners appointed to audit standards in the modules concerned. The Dean (or their representative) will attend to act as an independent monitor to provide impartial advice and to ensure consistency of approach.

#### PROGRAMME ASSESSMENT BOARD (PAB)

- 77 Each student who is registered on a course is the responsibility of one PAB. Each PAB is responsible for groups of related programmes of study which are part of a course or a number of related courses.
- 78 The PAB is responsible for each individual student's programme of study.
- 79 The main functions of the PAB are:
- to agree recommendations for awards and/or progression

- to be responsible for the academic standards of courses and awards
- in the case of failure, to agree reassessment requirements including compensation and, where necessary, the termination of registration

- 80 All courses with half, major and minor fields will be allocated to a PAB.
- 81 A PAB will normally be chaired by a senior member of staff responsible for the course(s) nominated by the Dean. It will include all relevant field leaders and the external examiners appointed to audit standards of awards and courses. These may be different externals or an agreed sub-set of the external examiners appointed to audit the subject standards. The Dean (or their representative) will attend to act as an independent monitor to provide impartial advice and to ensure consistency of approach.

## **STUDENT MEMBERSHIP OF ASSESSMENT BOARDS**

- 82 No student may be a member of an Assessment Board. However, if a person who is otherwise qualified to be an examiner for a course (for example as a member of academic staff or as an approved external examiner) is coincidentally registered as a student on another course either at the same institution or elsewhere, this will not, in itself, disqualify that person from carrying out normal examining commitments.

## **QUORACY**

- 83 Normally all internal members of an assessment board and at least one external examiner must be present for a board to be quorate. However, an assessment board may resolve itself quorate and competent to act when the requirement for members to attend has been waived in the manner duly authorised below:

### **Internal members**

- 84 In the case of an internal member, the requirement to attend may be waived in the case of sudden illness, or other good cause, by agreement with the Chair of the board. The absence may be covered by either the attendance of an agreed alternate, or by the submission to the Chair of any comments on candidates, or other items on the agenda.
- 85 If no alternate is available, and there are no means of ascertaining the views of the member, the Chair must refer the matter to the Academic Registrar to consider whether the meeting should be postponed or be allowed to continue with a revised remit.

### **External Examiners**

- 86 In the case where no external examiner is able to attend an assessment board, the Chair of the board must refer the matter to the Academic Registrar.
- 87 The Academic Registrar may agree a waiver to the requirement for external examiner attendance at a board provided that formal arrangements are made to ensure that at least one external examiner is able to make an appropriate contribution to the decision making process.
- 88 If no such arrangements are possible, the Academic Registrar will consider whether the meeting should be postponed or be allowed to continue with a revised remit.

- 89 If a member of an assessment board is related to or personally connected with any candidate, this must be declared. S/he must withdraw while the individual student's results are considered. This absence does not affect quoracy where it has been established previously.

## **DELEGATION OF AUTHORITY TO A SUBSIDIARY BOARD**

- 90 An Assessment Board may delegate certain responsibilities to a subsidiary board, for example, to consider the results of reassessments. A full minute must be taken at the parent Board describing the scope of delegation and what functions may be performed. Minutes shall be taken at subsidiary boards detailing decisions and actions taken. The Assessment Board shall subsequently confirm, normally under matters arising, actions taken on its behalf.

## **REASSESSMENT BOARDS**

- 91 A reassessment board is a subsidiary board of an assessment board.

### **External Examiner participation at reassessment boards**

- 92 External examiners have the right to attend reassessment boards; however, it is not a requirement that an external examiner must attend a reassessment board.

## **ASSESSMENT BOARDS AT COLLABORATIVE PARTNER INSTITUTIONS**

### **Franchised collaborative provision**

- 93 In the case of franchised provision, the University will ensure comparability of standards across both its own delivery of a module/programme and the delivery of its partner institutions. To this end, common MABs and common PABs will be established to consider student assessment across all partners involved in the delivery of a module/programme, including delivery at the University. These common assessment boards will normally be chaired by a senior member of staff from the University (normally Head of School, or equivalent) and be attended by module/programme leaders from the partner institutions involved. Exceptions to these arrangements must be agreed by the Academic Registrar.

### **Validated provision**

- 94 In the case of validated provision, assessment boards will normally be chaired by a senior member of staff from the University (normally Head of School, or equivalent) and be attended by module/programme leaders from the Partner Institutions involved.

## **MITIGATING CIRCUMSTANCES PANELS**

- 95 Faculties will establish a panel to consider all claims for mitigating circumstances submitted by students on courses which it manages. Where the panel upholds a claim for mitigating circumstances it will make a recommendation to the MAB and/or PAB in line with the Mitigating Circumstances procedures (see [Academic Regulations 5: Mitigating Circumstances and Student Assessment](#)).

## Section 5

### ASSESSMENT REGULATIONS

#### ASSESSMENT

- 96 The assessment regulations are common to all programmes within the UMS. Exceptionally, the Academic Regulations Committee may permit additional or amended assessment regulations for specific programmes. These must be clearly communicated to students.
- 97 If a student is unable through disability to be assessed by the normal assessments for a programme, examiners may vary the methods, informed by the student's Statement of Support Needs (SoSN), and bearing in mind the learning outcomes of the programme.

#### Attendance for assessment

- 98 It is the responsibility of students to attend examinations and submit work for assessment as required. If a student fails to attend examinations or submit work for assessment without good cause, the examiners have authority to deem the student to have failed the assessments concerned.

#### MODULE GRADES

- 99 The module grade is decided by the Module Assessment Board. It is based on the marks achieved in the defined summative assessments and it may include approved requirements about satisfactory attendance and other factors which are in addition to the normal assessment requirements.

*This table relates to levels 3 to level 6*

Letter grade	Marks Bands
A+	85+
A	75 – 84
A-	70 – 74
B+	67 – 69
B	63 – 66
B-	60 – 62
C+	57 – 59
C	53 – 56
C-	50 – 52
D+	47 – 49
D	43 – 46
D-	40 – 42 PASS
F5	35 – 39 FAIL
F4	30 – 34
F3	25 – 29
F2	15 – 24
F1	0 -14
F0	Non-completion
LL	Late submission

This table is for level 7

<b>GRADES AND PERCENTAGE BANDS</b>		
<b>Letter grade</b>	<b>% Equivalent</b>	
A+	>84	
A	75 - 84	
A-	70 - 74	
B+	67 - 69	
B	63-66	
B-	60 - 62	
C+	57 - 59	
C	53 - 56	
C-	50 - 52	Pass
MF	45 - 49	Marginal Failure
F	0-44	Failure
F0	0	Non-submission/non-attendance

- 100 A grade of FZ is also used to indicate that the result of a module has been penalised for some form of academic misconduct during assessment.
- 101 Individual units of assessment and the overall module results presented to assessment boards should be marked in percentages. Module grades will be recorded on the diploma supplement.
- 102 The mark scheme for the module depends on the level of the module, and not on the level of the award; *ie.* a level 7 module in an undergraduate award will have a pass mark of 50%.
- 103 Within an individual module, the assessment requirements may include additional requirements that must be approved at validation or through faculty delegated powers. For example:
- the need to pass specified elements within the overall assessment (exceptionally allowed if required by Professional, Statutory and Regulatory Bodies (PSRB))
  - fieldwork completion
  - attendance at practicals and placements

## **DEADLINE FOR SUBMISSION OF ASSESSED WORK**

- 104 Faculties should inform students of the deadlines for submission of formally assessed work.

### **Agreed extensions to the deadline for submission within the seven day period due to mitigating circumstances**

- 105 Where mitigating circumstances (with appropriate evidence provided) are agreed with the module leader (or nominee), a student may be permitted to submit work within seven days of the deadline without penalty (see [Academic Regulations 5: Mitigating Circumstances and Student Assessment](#)).

106 Where a student is in receipt of a Statement of Support Needs (SoSN) which recommends that arrangements should be implemented to avoid 'bunching' of assignments or details a chronic long term condition, the module leader or nominee may consider this to be appropriate evidence in support of a student's claim for an extension of up to seven days. Requests for extensions of longer than seven days should be dealt with through the procedures outlined in paragraph 110.

#### **Late submission of assessment within seven days of the deadline**

107 The University operates a period of seven days from the point of initial submission deadline within which a student may submit work late and continue to be awarded a mark without mitigating circumstances.

108 Normally, work submitted within seven days of the deadline will be penalised. Work that is judged to be of the required pass standard will be capped at the minimum pass mark (and the grade LP applied). Work that fails to make the minimum standard initially will be recorded with the actual mark and a grade of LF. If it is passed on resubmission, it will be capped at the minimum pass mark (and the grade LP applied).

109 Work submitted after the seven day period will not be considered. A mark of 0% will be agreed and the grade LL applied.

#### **Late submission of work beyond the seven day deadline**

110 A student seeking permission to submit work beyond the seven day period due to documented mitigating circumstances should normally be required to follow the University's regulations on mitigating circumstances and student assessment (see [Academic Regulations 5: Mitigating Circumstances and Student Assessment](#)).

111 A student given permission to submit work within the seven day period due to agreed documented mitigating circumstances but who does not submit the work, and who subsequently does not follow the University's regulations on mitigating circumstances, will be deemed not to have submitted the work. The work will be treated as a non-submission.

### **NON-SUBMISSION OF COURSEWORK**

#### **Penalty for non-submission**

112 When an element of assessment is not submitted, it will be counted as an attempt and marked as 0%.

113 Persistent late submission or non-submission of coursework may result in a student's suspension or exclusion and the possible termination of registration.

### **REASSESSMENT – GENERAL PRINCIPLES**

114 A student who has passed a module at the first attempt will not be offered the opportunity to be re-assessed to improve the grade.

115 A student who passes a module on reassessment will be awarded the minimum pass mark for the module.

- 116 A student who fails to pass a module on reassessment will be awarded the highest mark achieved for the module across assessment attempts.
- 117 In considering the recommendations made by MABs, a PAB should not reduce the minimum recommendation for retrieval of failures set by the MAB unless, in assessing a student's overall performance, it decides to apply compensation (see below) or there is acceptable documented evidence of mitigating circumstances that has not been taken into consideration already.

## **FORMS OF REASSESSMENT**

- 118 The University operates the following forms of reassessment:
- **Retake** - where a student is permitted or required to retake an examination at the next sitting or re-submit coursework for a module within the same course year
  - **Repeat** - where a student is permitted or required to repeat all elements of assessment for that module in the following course year
  - **Replace** - where a student is permitted or required to replace a failed module with an alternative and complete all elements of assessment for a module in the following course year

## **REASSESSMENT - FOLLOWING FAILURE AT THE FIRST ATTEMPT**

- 119 Following failure at the first attempt, a MAB will normally recommend reassessment by retake.
- 120 Where on practical grounds it is not feasible to offer the original form of assessment by retake an alternative form of reassessment by re-take will be agreed. This will be designed to ensure that students can demonstrate the learning outcomes broadly associated with the elements of assessment failed at the first attempt.
- 121 Where it is not possible to design a reassessment by retake which will allow students to demonstrate achievement of the learning outcomes associated with particular failed elements, a repeat/replace will be agreed.
- 122 The MAB will recommend reassessment by retake for only those elements of the module that have been failed. It will do this regardless of whether or not a module requires elements of assessment to be passed separately or in aggregate.
- 123 In the case of a module where the overall pass does not require each separate element of assessment to be passed on aggregate, a MAB may recommend that a 'synoptic' retake is used. However, in the case of modules where there is a requirement to pass individual elements of assessment, the MAB will recommend the failed element(s) only be retaken. Synoptic reassessment will not be used.
- 124 Reassessment marks will be recorded for only those elements failed at the first attempt. Marks for elements passed at the first attempt will stand. The overall module result will be capped.



### **Maximum credit load for reassessment by retake following failure at the first attempt**

#### *At level 3*

125 Following failure at the first attempt, a student is permitted reassessment by retake in a maximum of 60 failed credits.

126 Where a student fails more than 60 credits, a PAB may require a student to:

- be reassessed by 'repeat' or 'replace'
- change their mode of study from full-time to part-time

127 Alternatively, a PAB may judge that no further reassessment can be permitted and terminate a student's registration.

#### *At levels 4 and 5*

128 Following failure at the first attempt, a student is permitted reassessment by retake in a maximum of 60 failed credits at either level.

129 Where a student fails more than 60 credits, a PAB may require a student to:

- be reassessed by 'repeat' or 'replace'
- change their mode of study from full-time to part-time
- transfer from the honours route to an Ordinary degree

130 Alternatively, a PAB may judge that no further reassessment can be permitted and terminate a student's registration. A student will be considered for an intermediate award provided they have fulfilled the learning outcomes for the award.

#### *At levels 6 and 7*

131 Following failure at the first attempt, a PAB may agree reassessment by retake in a maximum of 45 failed credits at either level.

132 Where a student fails more than 45 credits at level 6 or 7, a PAB may offer no opportunity for reassessment. A student will be considered for an intermediate award provided they have fulfilled the learning outcomes for the award.

### **Stages**

133 Where progression is decided at the end of a stage rather than a level, these reassessment opportunities may be applied to the corresponding stage.

### **Foundation Degrees**

134 At the final stage, which is normally 120 credits at level 5, a student may be offered reassessment by retake in a maximum of 50% of the credits required for the award.

## **REASSESSMENT - FOLLOWING FAILURE AT THE SECOND ATTEMPT**

#### *At level 3*

135 A student who fails a module at the second attempt may be offered up to two further reassessment opportunities. Where this is the case, the student must complete the initial assessment and all reassessments within two course years.

*At levels 4 and 5*  
136 A student who fails a module at the second attempt may be offered up to two further reassessment opportunities. Where this is the case, the student must complete the initial assessment and all reassessments within two course years.

137 A PAB may require a student to:

- change their mode of study from full-time to part-time
- transfer from the honours route to an Ordinary degree

*At levels 6 and 7*  
138 A student who fails a module at the second attempt will be offered no further reassessment opportunities. A student will be considered for an intermediate award provided they have fulfilled the learning outcomes for the award.

### **MARGINAL FAILURE**

139 The University defines marginal failure as follows:

*At levels 3 and 4*  
Grades F5 (marks of 39 - 35) and F4 (marks of 34 - 30)

*At levels 5 and 6*  
Grade F5 (marks of 39 - 35)

*At level 7*  
Grade MF (marks of 49 – 45)

### **COMPENSATION FOR FAILURE**

140 Once a student has studied the required modules at a credit level, a PAB may allow a student's overall performance to compensate for failure. No reassessment is then required. The mark for the compensated module is recorded as the minimum pass mark and a grade of FC applied.

141 Failure due to academic misconduct cannot be compensated.

*Levels 3, 4 and 5*  
142 A PAB may apply compensation if a student has passed at least 90 credits. The compensation may apply after failure at the first attempt, or failure following reassessment. Compensation may only apply to modules that are marginally failed.

143 A PAB may apply compensation and reassessment requirements at the same time in a maximum of 30 credits.

*At level 6*  
144 A PAB may apply compensation if a student has passed at least 97.5 credits. The compensation may apply after failure at the first attempt, or failure following reassessment. Compensation may be applied to any failed module.

145 In the case of classified honours awards, if compensation is applied to level 6 modules that are marginally failed only, the compensation has no impact on

classification. However, if the compensation is applied to other failed modules, the degree classification is reduced by one classification.

*At level 7*

- 146 A PAB may apply compensation if a student has passed at least 97.5 credits. The compensation may apply after failure at the first attempt, or failure following reassessment. Compensation may be applied to any failed module.
- 147 If compensation is applied to level 7 modules that are marginally failed only, the compensation has no impact on the overall result. However, if the compensation is applied to other failed modules, a student would not normally be eligible for an award with distinction. If compensation is applied to other failed modules, a classified degree is reduced by one classification and an unclassified degree would not be awarded with distinction.

**Additional limits on compensation**

- 148 Some programmes have either additional limits on the compensation of failure, or do not permit compensation, often for PSRB requirements. Where this is the case, this will be specified in programme specifications. Where compensation is not allowed, a PAB may allow an additional reassessment opportunity.

**Part-time students and/or PAB meetings during a programme as opposed to on completion**

- 149 In some programmes, the PAB may consider a student's overall performance before a programme is complete. In these cases, the PAB:
- may apply compensation on a pro-rata basis
  - will ensure that the maximum permitted assessment and/or compensation for an award is not exceeded

**PROGRESSION**

*Level 4 to level 5*

- 150 To progress from level 4 to level 5, a student on an honours route should normally have achieved not less than 120 credits at level 4, or above. However, where the structure of a programme makes it possible, a PAB may permit a student to progress to level 5 with 105 credits at level 4 or above.

- 151 Where progression with 105 credits is permitted, this will be stated in the programme specification.

*Level 5 to level 6*

- 152 To progress from level 5 to level 6, a student on an honours route must have achieved not less than 120 credits at level 5, or above.

*Level 6 to level 7*

- 153 To progress from level 6 to level 7, a student on an honours route must have achieved not less than 120 credits at level 6, or above.

## **ASSESSMENT FOR AN AWARD**

- 154 Students will be assessed for an award on the first occasion that they have completed the minimum required modules. Completion here is defined as having registered for and undertaken the study and assessment of a module where registration has not been terminated.

## **TERMINATION OF REGISTRATION AND THE CONFERMENT OF AN INTERMEDIATE AWARD**

- 155 Where a PAB decides that a student may not continue, credit will be awarded for modules that have been passed and, if eligible, an intermediate award conferred.

## **APPEAL AGAINST THE DECISION OF AN ASSESSMENT BOARD**

- 156 A student can use the procedures set out in [Academic Regulations 8: Academic Appeals \(Taught Courses\)](#) to request a review of the decision of the Programme Assessment Board if there is evidence that the procedure was not followed.
- 157 A student cannot appeal against the penalty imposed by the Assessment Board or about the academic judgement of the Assessment Board, including complaints about grades and classifications of awards.

## **ACADEMIC MISCONDUCT**

- 158 The University views academic misconduct very seriously. The Academic Board has delegated to its assessment boards the authority to impose penalties for cheating that may include the termination of students' registration and expulsion from the University. Regulations governing academic misconduct are set out in [Academic Regulations 6: Academic Misconduct \(Cheating in Assessment\) Taught Courses](#).

## Section 6

### AWARD REGULATIONS

#### FOUNDATION CERTIFICATE

159 A student who is registered for a Foundation Certificate will be considered for the award on completion of at least 120 credits at level 3 or above.

##### **With distinction**

160 To be awarded a Foundation Certificate with distinction, a student must have achieved:

- at least 120 credits at level 3 or above
- and an average of not less than 70% in the best 120 credits

#### CERTIFICATE OF HIGHER EDUCATION

##### **As a terminal award**

161 A student who is registered for the award of a Certificate of Higher Education will be considered for the award on completion of at least 120 credits at level 4 or above.

##### **As an intermediate award for a student registered for a higher award**

162 To be awarded a Certificate of Higher Education as an intermediate award, a student must have achieved at least 120 credits at level 4 or above.

##### **With distinction**

163 To be awarded a Certificate of Higher Education with distinction, a student must have achieved:

- at least 120 credits at level 4 or above
- and an average of not less than 70% in the best 105 credits at level 4 or above

#### DIPLOMA OF HIGHER EDUCATION

(excluding the Diploma of Higher Education in Nursing)

##### **As a terminal award**

164 A student who is registered for the award of a Diploma of Higher Education will be considered for the award on completion of at least 240 credits at level 4 or above, of which at least 120 credits must be at level 5 or above.

##### **As an intermediate award for a student registered for a higher award**

165 To be awarded a Diploma of Higher Education as an intermediate award, a student must have achieved at least 240 credits at level 4 or above, of which at least 120 credits must be at level 5 or above.

##### **With distinction**

166 To be awarded a Diploma of Higher Education with distinction, a student must have achieved:

- at least 240 credits at level 4 or above, of which at least 120 credits must be at level 5 or above
- and an average of at least 70% in the best 105 credits at level 5 or above

## **DIPLOMA OF HIGHER EDUCATION IN NURSING**

- 167 The Diploma in Higher Education in Nursing is available to specified cohorts of students who are registered for the DipHE/BSc in Nursing. Separate award regulations are published for this programme by the Faculty of Health and Social Care Sciences.

## **FOUNDATION DEGREE**

- 168 A student who is registered for the award of a Foundation degree will be considered for the award on completion of at least 240 credits at level 4 or above, of which at least 120 credits must be at level 5 or above. Higher level credit may be used to replace lower level credit but cannot subsequently be re-used at the higher level.

### **With distinction**

- 169 To be awarded a Foundation degree with distinction, a student must have achieved
- at least 240 credits at level 4 or above, of which at least 120 credits must be at level 5 or above
  - and an average of at least 70% in the best 105 credits at level 5 or above

### **With merit**

- 170 To be awarded a Foundation degree with merit, a student must have achieved
- at least 240 credits at level 4 or above, of which at least 120 credits must be at level 5 or above
  - and an average of at least 60% in the best 105 credits at level 5 or above

### **Top-up**

- 171 A student who has completed the requisite credit for the Foundation degree may subsequently apply for the specific top-up honours award that articulates with their Foundation degree. The application for registration must be made either within three years of the conferment of the Foundation degree, or later if the learning achieved is judged to remain current by the admissions tutor.

## **UNDERGRADUATE DIPLOMA IN PROFESSIONAL STUDIES**

- 172 A student who is registered for the Undergraduate Diploma in Professional Studies will be considered for the award on completion of 120 credits at Level 5.
- 173 The Diploma is only available to students undertaking work placement and is in addition to the terminal award for which the student is registered.
- 174 The qualification represents additional credit to that required for the terminal award. It will not replace any credit gained for the terminal award nor count towards the degree classification.

## **ORDINARY BACHELORS DEGREE**

### **As a terminal award**

175 A student who is registered for the award of an Ordinary Bachelors degree as the terminal qualification will be considered for the award on completion of:

- at least 300 credits at level 4 or above
- of which at least 180 credits must be at level 5 or above
- and of which at least 60 credits must be at level 6 or above

### **As an intermediate award for a student registered for a higher award**

176 To be awarded an Ordinary Bachelors Degree as an intermediate award, a student must have achieved at least :

- at least 300 credits at level 4 or above
- of which at least 180 credits must be at level 5 or above
- and of which at least 60 credits must be at level 6 or above

177 Higher level credit may be used to replace lower level credit but cannot subsequently be re-used at the higher level.

### **With distinction**

178 To be awarded an Ordinary Bachelors degree with distinction, a student must have achieved a minimum of

- at least 300 credits at level 4 or above
- of which at least 180 credits must be at level 5 or above
- and of which at least 60 credits must be at level 6 or above
- and an average of not less than 70% in 60 credits at level 6 or above

### **Top-up**

179 A student who is registered for an Ordinary degree may top-up to achieve an honours degree.

## **BACHELORS DEGREE WITH HONOURS**

(excluding the Bachelor of Science in Midwifery (78 week programme), and the Bachelor of Science in Social Work)

### **As a terminal award**

180 A student who is registered for the award of a Bachelors Degree with Honours as the terminal qualification will be considered for the award on completion of:

- at least 360 credits at level 4 or above
- of which at least 240 credits must be at level 5 or above
- and of which at least 120 credits must be at level 6 or above

181 Higher level credit may be used to replace lower level credit but cannot subsequently be re-used at the higher level.

### **Calculation of the honours classification**

182 The calculation of the honours classification will be determined using the following algorithm:

- the average percentage mark based on the best 105 credits from 120 credits at level 5 multiplied by a weighting of 0.2
- plus the average percentage mark based on the best 105 credits from 120 credits at level 6 multiplied by a weighting of 0.8

within the following framework:

- an overall result of 70 – 100%      First Class honours
- an overall result of 60 – 69%      Upper Second Class honours
- an overall result of 50 – 59%      Lower Second Class honours
- an overall result of 40 – 49%      Third Class honours

183 Where the final result of the classification calculation creates a mark of .50% or greater this will be rounded up to the next full percentage point (e.g. 59.50% would be rounded up to 60% but 59.49% would be rounded down to 59%).

184 Credit achieved at level 4 does not count towards degree classification.

**Calculation of the honours classification in the case of credit given for prior learning at levels 5 or 6**

185 The calculation of the honours classification will be determined using all graded credit at levels 5 and 6 multiplied by the weighting appropriate to the level of study.

**Unclassified Bachelors degree for students who have been registered for honours**

186 To be awarded an unclassified Bachelors degree, a student must have achieved:

- at least 300 credits at level 4 or above
- of which at least 180 credits must be at level 5 or above
- and of which at least 60 credits must be at level 6 or above

187 Higher level credit may be used to replace lower level credit but cannot subsequently be re-used at the higher level.

188 A student who is awarded an unclassified degree having followed an honours programme:

- is not eligible for the award of the degree with distinction
- is not eligible to register subsequently and be assessed for an honours degree

**For students awarded a Bachelors degree in the sandwich mode**

189 To be awarded a Bachelors degree in the sandwich mode a student must have passed the ungraded work experience module.

**Calculation of the honours classification in the sandwich mode**

190 The classification of a degree in the sandwich mode will be calculated on the same basis as that for a standard honours degree course. Work from a work experience module does not count towards degree classification.



## **BACHELOR OF SCIENCE IN MIDWIFERY (78 week programme) WITH HONOURS**

191 A student who is registered for the Bachelor of Science in Midwifery (78 week programme) with honours as the terminal award will be considered for the award on completion of:

- not less than 45 credits at Level 5 or above and
- not less than 135 credits at Level 6 or above

192 Higher level credit may be used to replace lower level credit but cannot subsequently be re-used at the higher level.

### **Calculation of the honours classification**

193 The calculation of the honours classification will be determined using the following algorithm:

- the average percentage mark based on 45 credits at level 5 multiplied by a weighting of 0.2
- plus the average percentage mark in the best 120 credits from 135 credits at level 6 multiplied by a weighting of 0.8

within the following framework:

- an overall result of 70 – 100%      First Class honours
- an overall result of 60 – 69%      Upper Second Class honours
- an overall result of 50 – 59%      Lower Second Class honours
- an overall result of 40 – 49%      Third Class honours

194 Where the final result of the classification calculation creates a mark of .50% or greater this will be rounded up to the next full percentage point (e.g. 59.50% would be rounded up to 60% but 59.49% would be rounded down to 59%).

## **BACHELOR OF ARTS IN SOCIAL WORK with HONOURS**

195 A student who is registered for the Bachelor of Arts in Social Work with Honours as the terminal award will be considered for the award on completion of:

- not less than 120 credits at Level 4 or above
- and not less than 120 credits at Level 5 or above
- and not less than 120 credits at Level 6 or above

196 Higher level credit may be used to replace lower level credit but cannot subsequently be re-used at the higher level.

### **Calculation of the honours classification**

197 The calculation of the honours classification will be determined using the following algorithm:

- a pass in the Pass/Fail 30 credit module at level 5
- plus the average percentage mark in the best 75 credits from the remaining 90 credits at level 5 x 0.2

- plus a pass in the Pass/Fail 30 credit module at level 6
- plus the average percentage mark in the best 75 credits from the remaining 90 credits at level 6 x 0.8

within the following framework:

- an overall result of 70 – 100% First Class honours
- an overall result of 60 – 69% Upper Second Class honours
- an overall result of 50 – 59% Lower Second Class honours
- an overall result of 40 – 49% Third Class honours

- 198 Where the final result of the classification calculation creates a mark of .50% or greater this will be rounded up to the next full percentage point (e.g. 59.50% would be rounded up to 60% but 59.49% would be rounded down to 59%).

## **HONOURS DEGREES FROM INTERMEDIATE AWARDS**

### **Top up to honours from an ordinary degree**

- 199 This qualification is only available to students who are registered for, and are awarded, an ordinary degree by the University. Admission will only be permitted if the credit from the previous study is judged to be current and to meet the pre-requisite requirements.
- 200 Degree classification will be calculated on the same basis as for students registered on the standard honours degree course.

## **DIRECT ENTRANT HONOURS BACHELORS**

- 201 A student will be considered for an award on completion of at least 120 credits at level 6 or above. The calculation of the honours classification will be determined using the average percentage mark in the best 105 credits at Level 6 or above within the following framework:
- an overall result of 70 – 100% First Class honours
  - an overall result of 60 – 69% Upper Second Class honours
  - an overall result of 50 – 59% Lower Second Class honours
  - an overall result of 40 – 49% Third Class honours
- 202 Where the final result of the classification calculation creates a mark of .50% or greater this will be rounded up to the next full percentage point (e.g. 59.50% would be rounded up to 60% but 59.49% would be rounded down to 59%).
- 203 Students who fail to achieve the honours threshold may be awarded an unclassified Bachelors Degree if they achieve at least 60 credits at level 6 or above.

## **INTEGRATED (OR ENHANCED) MASTERS DEGREES**

- 204 Integrated (or enhanced) Masters degrees are part of the Undergraduate Modular Scheme.
- 205 A student who is registered for an integrated Masters degree will be considered for

the award on completion of:

- at least 480 credits at level 4 or above
- of which at least 360 credits must be at level 5 or above
- and of which at least 240 credits must be at level 6 or above
- and of which at least 120 credits must be at level 7

206 Higher level credit may be used to replace lower level credit but cannot subsequently be re-used at the higher level.

**Master of Chemistry (MChem), Master of Pharmaceutical Science (MPharmSci), Master of Pharmacy (MPharm) and Master of Computing (MComp)**

207 The above Integrated Masters degrees may be awarded with honours, or as unclassified Masters degrees.

**Calculation of the honours classification**

208 The calculation of the honours classification will be based on the following algorithms:

*Master of Chemistry (MChem), Master of Pharmaceutical Science (MPharmSci), Master of Pharmacy (MPharm)*

- the average percentage mark based on the best 105 credits from 120 credits at level 5 multiplied by a weighting of 0.1
- plus the average percentage mark based on the best 105 credits from 120 credits at level 6 multiplied by a weighting of 0.3
- plus the average percentage mark based on the best 105 credits from 120 credits at level 7 multiplied by a weighting of 0.6

*Master of Computing (MComp)*

- The average percentage mark based on the best 105 credits from 120 credits at level 5 multiplied by a weighting of 0.1
- plus the average percentage mark based on the best 105 credits from 120 credits at level 6 multiplied by a weighting of 0.2
- plus the average percentage mark based on the best 105 credits from 120 credits at level 7 multiplied by a weighting of 0.7

within the following framework:

- an overall result of 70 – 100%    First Class honours
- an overall result of 60 – 69%    Upper Second Class honours
- an overall result of 50 – 59%    Lower Second Class honours
- an overall result of 40 – 49%    Third Class honours

209 Where the final result of the classification calculation creates a mark of .50% or greater this will be rounded up to the next full percentage point (e.g. 59.50% would be rounded up to 60% but 59.49% would be rounded down to 59%).

210 Credit achieved at level 4 does not count towards degree classification.

**Calculation of the honours classification in the case of credit given for prior learning at levels 5, 6 or 7**

211 The calculation of the honours classification will be determined using all graded credit at levels 5, 6 and 7 multiplied by the weighting appropriate to the level of study.

### **Master of Engineering (MEng)**

212 The degree of Master of Engineering may be awarded with distinction, with commendation, or as a pass degree.

#### **Award with distinction or commendation**

213 The calculation for the award with either distinction or commendation will be based on the following algorithm:

- the average percentage mark based on the best 105 credits from 120 credits at level 5 multiplied by a weighting of 0.1
- plus the average percentage mark based on the best 105 credits from 120 credits at level 6 multiplied by a weighting of 0.4
- plus the average percentage mark based on the best 105 credits from 120 credits at level 7 multiplied by a weighting of 0.5

214 Credit achieved at level 4 does not count towards degree classification.

#### **With distinction**

215 To be awarded the degree of Master of Engineering with distinction, a student must have achieved an overall result of a minimum of 70%.

#### **With commendation**

216 To be awarded the degree of Master of Engineering with commendation, a student must have achieved an overall result of 60 – 69%.

#### **An award with Commendation, or with Distinction, in the case of credit given for prior learning at levels 5 or 6**

217 The calculation for an award with commendation or distinction will be determined using all graded credit at levels 5 and 6 multiplied by the weighting appropriate to the level of study.

## **INTEGRATED MASTERS DEGREES - INTERMEDIATE AWARDS**

218 A student who is assessed for, but fails to achieve the standard required for, the Integrated Masters degree may be eligible for a titled or untitled intermediate award.

#### **Unclassified Bachelors degree (titled)**

219 To be awarded a titled Bachelors degree award as an intermediate award thin an Integrated Masters programme, a student must have achieved:

- at least 300 credits at level 4 or above
- of which at least 180 credits must be at level 5 or above
- and of which at least 60 credits must be at level 6 or above

220 Higher level credit may be used to replace lower level credit but cannot subsequently be re-used at the higher level.

221 The level 6 credits studied must be from specific modules selected for comparability of curriculum content to that of the corresponding Bachelors programme and identified in the programme specification of the Integrated Masters course concerned.

222 A student who is awarded a Bachelors degree having been assessed for and failed

an Integrated Masters programme:

- is not eligible for the Bachelors degree with distinction
- is not eligible to register subsequently and be assessed for a Bachelors degree with honours under the top up honours award regulations

### **Bachelors Degree with Honours (titled)**

223 A student will be considered for a titled Bachelors degree as an intermediate award on completion of:

- at least 360 credits at level 4 or above
- of which at least 240 credits must be at level 5 or above
- and of which at least 120 credits must be at level 6 or above

224 The level 6 credits studied must be from specific modules selected for comparability of curriculum content to that of the corresponding Bachelors programme and identified in the programme specification of the Integrated Masters course concerned.

## **EDEXCEL/BTEC AWARDS**

### **Higher National Certificate**

225 A student who is registered for a Higher National Certificate will be considered for the award on completion of:

- at least 120 credits at level 3 or above
- of which at least 90 credits must be at level 4 or above
- and of which up to 35 may be at level 5 or above

### **Higher National Diploma**

226 A student who is registered for a Higher National Diploma will be considered for the award on completion of:

- at least 240 credits at level 3 or above
- of which at least 210 credits must be a level 4 or above
- and of which at least 90 credits must be at level 5 or above

## **GRADUATE AWARDS**

### **Graduate Certificate**

227 To be awarded a Graduate Certificate, a student must normally have achieved at least 60 credits at levels 6 or 7.

228 Graduate Certificates are not normally awarded with distinction or commendation.

### **Graduate Diploma**

229 To be awarded a Graduate Diploma, a student must normally have achieved at least 120 credits at levels 6 or 7.

230 The Graduate Diploma may be classified as a Graduate Diploma with distinction or a Graduate Diploma with commendation using the same principles as classification for direct entrants to level 6 of an honours degree.